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ABSTRACT

This publication explores a general model for a comprehensive program comprising identification, recruitment, retention, and graduation of minority graduate students and includes examples of specific activities carried out by a variety of institutions in support of this model. The model and examples are based on a 1992 Council of Graduate Schools (CGS) survey of university recruitment and retention programs. The model contains the following seven elements: strategic plan; institutional commitment; assessment; goals; strategies; implementation; and evaluation. Each of these features is explored in detail in its own section. The section on implementation contains 14 examples of how activities similar to those proposed in the model are implemented in a number of ways by a variety of institutions. A comprehensive list of all the activities and strategies discussed up to this point is provided as a checklist. There follows a detailed resource directory of graduate school representatives, with addresses and telephone numbers, who are responsible for the development and coordination of minority graduate student recruitment and retention programs in universities across the nation. The representatives are also listed alphabetically with institutional affiliation. Appendixes contain a profile of responses to the 1992 CGS survey of graduate minority recruitment and retention and 13 references. (JB)

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ENHANCING THE MINORITY PRESENCE IN GRADUATE EDUCATION IV:

MODELS AND RESOURCES FOR MINORITY STUDENT RECRUITMENT AND RETENTION

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Strategic Plan

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ENHANCING THE MINORITY PRESENCE IN GRADUATE EDUCATION IV:

MODELS AND RESOURCES FOR MINORITY STUDENT RECRUITMENT AND RETENTION

COUNCIL OF GRADUATE SCHOOLS

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TABLE OF CONTENTS

Foreword v

Introduction 1

Elements of a Model 4
- Strategic Plan 5
- Institutional Commitment: Assessment 6
- Goals 7
- Process: Identification, Recruitment, Retention, and Graduation 7
- Implementation: Activities and Strategies 8
  - Identification 8
  - Recruitment 15
  - Retention 21
  - Graduation 28
  - Summary 31
- Evaluation 33

Concluding Remarks 34

Resource Directory 35
- Alphabetical Listing of Graduate School Representatives and Institutional Affiliation 67

Appendices 75
- Appendix I: Profile of Responses to the 1992 CGS Survey of Minority Recruitment and Retention 76
- Appendix II: References 77

Foreword

In this fourth volume of our series *Enhancing the Minority Presence in Graduate Education*, we explore a general model for a comprehensive program comprising identification, recruitment, retention, and graduation of minority graduate students. Examples are provided of specific activities carried out by a wide variety of institutions in support of this model. In addition, a directory of individuals with responsibility for these activities in 260 universities is provided to assist students, faculty, and administrators in contacting the appropriate persons for additional information on specific programs and opportunities.

We believe that this volume, particularly when used in concert with the others in this series, will provide an invaluable guide to academic institutions seeking to enhance the minority presence in graduate education.

Jules B. LaPidus
President
Council of Graduate Schools
Summer 1992

Introduction

Graduate schools in the United States have a primary responsibility for increasing the diversity of their graduate student populations and encouraging the development of more minority faculty. The ability of graduate schools to carry out this responsibility requires an overriding institutional commitment. That commitment must then be communicated effectively to, and translated into action by, academic departments, faculty, and administrators. This action includes the identification, recruitment, retention, and graduation of graduate students of color. Similarly, faculty, academic departments, and administrators must, in a reciprocal way, help graduate schools develop specific programs which draw upon the strengths of these units and individuals in a way that enhances the achievement of the objectives.

The issue of minority participation in graduate education has been the subject of much debate. A special report prepared by the National Board of Graduate Education (NBGE) in 1976 titled "Minority Group Participation in Graduate Education," concluded that very few U.S. minorities (Blacks, Chicanos, Puerto Ricans, and American Indians) held advanced degrees and that equality of access for minorities to graduate education in the United States had yet to become a reality. Although significant progress for minorities was evident in the late 1960s and early 1970s, at the time of this 1976 report the participation for African Americans in graduate education had already peaked (Looney, 1990).

During the 1980s, many graduate schools began to establish programs that were designed to recruit and retain minority students, and which included components like academic support, financial support and student services. Although we are beginning to see some modest gains from the major recruitment efforts of the 1980s, there is still cause for concern. According to the results of the Survey of Earned Doctorates, of the 24,721 doctorates awarded to U.S. citizens in 1991, minorities received only 2,531 compared with only 2,085 of 23,370 doctorates awarded to U.S. citizens in 1985.

Given the demographic changes occurring in the United States, the projected need for faculty, and the economic implications of these changes, it has become imperative to examine minority student participation in graduate education with the primary goal of developing better ways of enrolling and graduating larger numbers of students of color from the nation's graduate schools. In this publication the terms minority and students or faculty of color are used interchangeably and refer specifically to African Americans, American Indians, Asian Americans, Mexican Americans, Puerto Ricans, and other Latino or Hispanic Americans.

Our goals for this handbook are fourfold: first, to establish a starting point for developing graduate recruitment and retention programs; second, to stimulate new ideas for existing programs by showing how a variety of schools implement general

recruitment and retention activities; third, to provide a resource directory of individuals whose responsibilities include the development and coordination of minority graduate student recruitment and retention programs; and fourth, through the resource directory, to help students, graduate deans, faculty, and administrators identify those appropriate graduate school representatives.

The resource directory was developed through a survey of graduate school recruitment and retention activities carried out by CGS. Of the 394 institutions contacted in the 1992 CGS "Survey of Minority Recruitment and Retention," 364, or 92%, responded. Based on the findings from this survey, 70% of the responding institutions have a staff person who is responsible for the development and coordination of minority graduate student recruitment and retention programs (see resource directory for listing).

Generally, more time is allocated for recruitment than for retention activities. The average time allocated by graduate school staff members for recruitment activities is 0.23 FTE* and 0.15 FTE for retention activities. Among individual graduate school offices, a tremendous range in the time spent on these activities was reported indicating the differences in the availability of resources, size of staff, degree of commitment, and administrative organization among the responding institutions. Written comments by many respondents suggested that, beyond the graduate school office, coordination of minority recruitment and retention may be handled also by individual departments within the graduate schools themselves, or by other offices.

In general, time allocated to minority recruitment and retention varied by institution type. Institutions with greater resources reported higher amounts of time spent on recruitment and retention activities. The average time allocated for combined recruitment and retention activities among large research institutions is approximately 0.65 FTE, for other doctorate-granting schools it is 0.32 FTE, and for master's-granting institutions, 0.23 FTE. No significant difference between public and private institutions was found.

Ninety-seven percent of the responding institutions indicated that many specific written policies regarding the recruitment and retention of minority graduate students are in place. Written graduate school policies regarding recruitment were reported among 28% of responding institutions. Slightly fewer (20%) reported a similar policy for retention. An institution-wide policy for retention was reported by 43%. A strategic plan for the recruitment, retention, or both, of minority graduate students was reported by over half (57%) of the responding graduate school offices.

*1 FTE is equivalent to one person working a standard 40-hour week.

STRATEGIC PLAN

ELEMENTS OF A MODEL

Essential in the initiation of identification, recruitment, retention and graduation efforts is the development of a model that contains the following elements:

- **Strategic Plan:** how this plan is developed and who is involved;
- **Institutional Commitment:** who are the key players, what resources are available, and how is this commitment translated to the wider university community;
- **Assessment:** how do you determine where you are, what resources are available to you, and how to involve the institution;
- **Goals:** how are they developed, what are they, and are they specific and measurable;
- **Strategies:** what are they and how are they developed;
- **Implementation:** how and by whom are these strategies and activities carried out;
- **Evaluation:** how do you determine how well you are doing.

The elements listed above are vital in developing an ongoing recruitment and retention program and have been further validated in an Educational Testing Service (ETS) report titled "Improving Minority Retention in Higher Education: A Search for Effective Institutional Practices." This report was prepared from a study designed by Clewell and Ficklen (1986) to examine retention programs and policies at four four-year predominantly white institutions. The report concluded that although the four schools in the study varied in terms of a number of factors, such as institutional environment, selectivity, size, type, mission, scope, target populations, and type of services provided to retain minorities, there were general common characteristics of successful retention [and recruitment] efforts.

The characteristics Clewell and Ficklen identified were "the presence of a stated policy on minority enrollment; a high level of institutional commitment; a substantial degree of institutionalization of the program; comprehensiveness of services; dedicated staff; systematic collection of data, monitoring, and follow-up; strong faculty support; and non-stigmatization of participants" (p. i). Hence, they suggested a model that includes (1) an institutional policy [commitment] to enhance minority retention; (2) a needs assessment; (3) a data base to examine minority enrollment patterns; (4) implementation of a program; and (5) monitoring and evaluating the program. To this model, we add the development of a strategic plan and the establishment of goals specific to the graduate school. Although this study's main focus was the area of retention, it is clear that these characteristics are necessary for the success of the entire process which includes identification, recruitment, retention, and graduation.

Similar conclusions had already been summarized in a 1984 report commissioned by the Office for Civil Rights, U.S. Department of Education titled "Minority Enrollment in Graduate and Professional Schools." In addition, a number of other studies and reports (Baron, 1987; Clewell, 1987; American Council on Education, 1989; Astone and Nuñez-Wormack, 1990; Wagener, 1991; Freeman, 1992) corroborate the findings of the Clewell and Ficklen report. Further, the key to successfully implementing a model with components similar to the ones suggested by Clewell and Ficklen and others is the inclusion and participation of the entire university community.

It is important to note here that although a number of universities have decentralized graduate admissions processes—**Stanford University, Georgia State University, Texas Christian University, the University of North Carolina-Charlotte,** and the **College of William and Mary** to name a few—the elements of the model being discussed in this publication are transferable at the departmental level and can work just as effectively. Departments must take responsibility for ensuring that the administration is providing them with the appropriate resources for meeting departmental goals and implementing strategies for minority student recruitment and retention, and then they must be held accountable for their actions.

Strategic Plan

Any comprehensive long-range plan must contain a carefully crafted and mutually agreed upon and approved mission statement, an assessment, goals, implementation of activities and strategies, and evaluation. An effective planning process ensures that the recruitment and retention plan evolves from an institutional plan (Astone and Nuñez-Wormack, 1990). A primary role of the planning process is to set time frames for meeting the goals, and to develop strategies and activities to be implemented, monitored and evaluated (American Council on Education, 1989).

Most critical to the implementation of the strategic plan is the development of an administrative structure. Within the graduate school, this usually means the establishment of a graduate recruiting office, a graduate minority affairs office, a minority programs office, or the assignment of responsibility in this area to an assistant or associate dean.

Organizationally, the office must be placed within a significant unit in the university and be under the supervision of a senior level administrator. This placement gives the office the visibility, legitimacy, and access needed to function within the institutional setting. Moreover, to be able to carry out the full range of recruitment and retention activities from season to season, the office must operate as a full-time unit with adequate resources and support. The professional staff must have appropriate credentials, background, and leadership abilities to manage the program. Continuity in staffing is also critical for establishing long-term relationships within and outside of the university. The staff must be visible, accessible, have strong interpersonal and communication skills, be advocates for students and faculty,

understand the workings of the university structure (policy, resources, regulations), have high energy and a long- term commitment to the recruitment and retention of students and faculty of color. It is important that the salary, as well as the prestige of the position, be equal to that of positions in comparable administrative programs (Office of Civil Rights, Department of Education, 1984). The function of the office should be to develop university-wide programs designed to enhance the participation of minority students and to coordinate and implement the minority student recruitment and retention activities. These specific activities will be covered in detail in a later section.

Institutional Commitment: Assessment

The commitment to minority graduate student recruitment and retention should be a key part of a larger institutional commitment for promoting a diverse faculty and student body. A plan initiated by the University of Michigan titled "The Michigan Mandate: A Strategic Linking of Academic Excellence and Social Diversity" (1990), is an example of the kind of institutional leadership and commitment that is required to enhance university diversity efforts. In the foreword of the Michigan Mandate, President James J. Duderstadt explains that "The fundamental premise of the Michigan Mandate is that for the University to achieve excellence in teaching and research in the years ahead, for it to serve our state, our nation, and the world, we simply must achieve and sustain a campus community recognized for its racial and ethnic diversity. . . . The purpose of the Michigan Mandate must be to remove all institutional barriers to full participation in the life of the University and the educational opportunities it offers for people of all races, creeds, ethnic groups, and national origin, without regard to gender, age, or orientation" (p. i).

An initial assessment is usually made by an institutional leader, such as a dean, president, or vice president, who perceives that the institution is not doing all it should to enhance the minority presence on campus. This leads to a request for an analysis of what has been done, to the appointment of a committee to examine the situation, and to the development of recommendations for change. According to the American Council on Education's (ACE) *Minorities on Campus: A Handbook for Enhancing Diversity*, "A sustained effort to improve minority participation begins with an assessment of the history and current status of your institution" (1989, p. 15).

In most cases, the committee comprises faculty, administrators, and student leaders. The committee makes an assessment that generally takes the form of analyzing graduate school and departmental applications, admissions, enrollment, and funding data for minority students. Departmental hiring and recruiting practices are also reviewed.

The committee will often recommend the appointment and hiring of someone to coordinate the graduate recruitment and retention efforts of the university. This individual and her or his staff will play a major role in helping the institution to develop a planning process and to formulate its recruitment and retention goals.

Goals

It is critical that the goals established by the recruitment and retention office not be perceived as existing on the periphery of the institutional mission, but as an integral part of it. Perhaps the most important function of recruitment and retention office staff is to help the graduate school define specific goals as they relate to the recruitment and retention of students and faculty of color. These goals must be consistent with the institutional goals and mission and must be achievable for the graduate departments as well.

While institutions differ in size, type, mission, scope, and target population, the overriding goals will be to identify, recruit, retain, and graduate more students of color. Target areas for establishing these recruitment and retention goals are identified in Baron's (1987) study on graduate recruitment: academic programs, financial assistance, and student services. The goals established can be qualitative or quantitative, and must be measurable in some form.

Process: Identification, Recruitment, Retention, and Graduation

In a study for the American Council on Education (ACE) designed to find out what elements are essential to producing more minority Ph.D.s, Wagener (1991) identified three elements that existed at the six universities she studied: (1) aggressive recruiting; (2) a supportive environment; and (3) adequate financial support. Wagener also found three recruitment practices that were of particular importance: "One, universities should begin their recruitment at home with their own undergraduates and with those at colleges nearby; two, universities should recruit through visits and telephone calls to colleges and universities that have a pool of able minority undergraduates; and three, frequent personal exchanges and appeals have considerable impact" (p. 5).

In a talk in conjunction with the "Stony Brook Conference on the Role of Faculty in Meeting the National Need for African American, American Indian and Latino Scholars" (1989), Jules LaPidus, President of the Council of Graduate Schools, summarized the fundamental goals of graduate recruitment programs. LaPidus states:

> The basic goals of recruitment programs are to find good students; to convince them to come to your school and program; to provide them the opportunity to do a good piece of work; and to have them finish and to continue doing good work in their fields. It is important to understand that recruitment and retention of graduate students, minority or otherwise, are parts of a process that involves two other components: one at the beginning—identification—and one at the end—graduation. These four phases—identification, recruitment, retention, and graduation—of the process are clearly interrelated, cumulative, and subject to feedback. Success or failure at each point can influence the entire process. The demonstrated ability of an institution or program to retain and graduate minority students will help in recruitment; the ability to identify good pros-

pects and recruit them will make it easier to retain and graduate them. What is needed, at all points along the way, is a combination of resources, time, and commitment.

Administrators, at university, college, and department levels have to provide all three. They are the only real source of money and have to provide it at the right times and in the right amounts. But the infusion of dollars unaccompanied by intellectual commitment and time devoted to fostering concepts and to making things work will be a fruitless gesture.

Faculty and students provide time and commitment. The nature of graduate education, particularly at the doctoral level, involves an intense and personal relationship between student and faculty mentor. Both are participating in an individualized activity and, in addition, both are part of a broader, more general idea concerned with the nature of scholarship. Unless both are willing to give the time, intellect, effort and emotion required to make this work, the individual experience as well as the foundation of scholarly activity will corrode and disintegrate. There are no passive players: faculty members cannot sit back to watch students sink or swim; students cannot spend their lives waiting for things to be done for or to them. Good graduate education must be an active and interactive process.

Implementation: Activities and Strategies

Within the identification, recruitment, retention, and graduation processes there are general activities that are universal to most schools operating recruitment and retention programs. How these activities are actually implemented will vary widely according to the size, type, target population, and mission of the university. In the graduate recruitment and retention enterprise the best way to learn how effective programs operate is to look at other university models for implementing these activities. The purpose of the next section is to show how similar activities are implemented in a number of ways by a variety of institutions.

IDENTIFICATION ACTIVITIES

- Travel
- Networking
- Student Follow-Up
- Faculty Involvement

Most graduate schools have in place activities and resources that help in the identification of prospective students for their graduate programs. Moreover, a graduate school's "ability to identify good prospects ... will make it easier to retain and graduate them" (LaPidus, 1989). These activities generally take the form of travel, networking, student follow-up, and faculty involvement.

Travel

Travel activities may involve an organized program of recruiting trips to historically black and minority colleges and universities and to predominantly white colleges

and universities with large minority populations. Travel activities also can involve graduate school sponsorship of visits by faculty and prospective students from the targeted schools. These activities enable graduate school representatives to meet prospective students, establish new contacts with faculty and administrators across the country, and gather information on the strengths of the various schools.

For the past twenty years, the Graduate Office at **Bowling Green University** has been hosting campus visits for minority faculty and their students to meet with Bowling Green University faculty. Students who are scheduled to have personal interviews with the Graduate Office staff are required to bring their transcripts, statements of purpose and letters of recommendations with them to the interview. At Bowling Green University, minority students make up approximately 10 percent of the application pool for degree programs each year.

The Graduate School at the **University of Iowa,** in cooperation with some of its academic departments, organizes weekend visitation programs where van loads of students are invited from across the country to visit the campus. The Assistant Dean at **Shippensburg University** does a great deal of local and regional recruitment travel because many of its students are part-time degree candidates.

Program Highlight:
Northern Illinois University
Public
6300 Graduate Student Enrollment
420 Minority Graduate Student Enrollment

Activity: Recruitment Travel

At **Northern Illinois University (NIU),** a full-time Graduate Recruiter visits approximately 60 colleges and universities—primarily Historically Black Colleges and Universities (HBCUs) and other institutions with a high percentage of students of color. These recruitment visits are made to participate in graduate information and career days and to do special classroom presentations. The Graduate Recruiter uses the National Association for Equal Opportunity in Higher Education's (NAFEO) resource book to select the HBCUs.

During the academic year, graduate students, faculty, and university alumni assist in graduate recruitment activities. Six graduate students are selected to return to their undergraduate schools to recruit students. If university alumni are in the targeted area, they are asked to assist in university visits. University graduate departments are also given funds for recruitment purposes. The Graduate School spends approximately $25,000 a year on recruitment travel, publications, and departmental requests for recruitment funding.

The Graduate Recruiter also visits community colleges if they are in the targeted area during the recruitment circuit. Community college faculty are a

group targeted by the graduate school for doctoral study. NIU has a fellowship program targeted toward professionals in higher education. The Graduate Recruiter notifies the community colleges' public relations offices so that the faculty are aware of the scheduled recruitment visits. The public relations office distributes announcements of the visits. The Graduate Recruiter also places advertisements in the campus newspaper.

To assess the progress of the recruitment program, the recruitment office stamps applications that are distributed by the Recruitment Office. If potential graduate students return them, it gives the recruiter some idea of whether applications are coming from targeted areas. The recruiter also conducts a telephone survey. Applicants from a sample group are contacted regarding their attitude about the application process, the speed of information sent to the potential student, etc. The numbers of applications, admissions, and matriculations are reviewed at the end of each recruiting season. Moreover, every three years the Assistant Dean's office (where the recruitment office is located) is evaluated on program effectiveness.

Networking

Networking activities involve establishing linkages and collaborations between colleges and universities, professional associations and organizations; and establishing linkages and collaborations within the university such as campus-coordinated workshops, symposia, and committees. At **Florida Agricultural and Mechanical University (FAMU),** a major linkage between universities has taken the form of the **Graduate Feeder Scholar Program.** In this program 25 doctoral degree-granting institutions have agreed to admit with adequate financial support qualified FAMU students. The program has a full-time coordinator and an advisory committee made up of faculty from each college or school of the university. The advisory committee recommends students for participation in the program.

Collaborations within universities are seen in efforts such as the **University-Wide Coordinating Committee of the Committees on Diversity at the University of Southern California.** This committee was formed to monitor and carry out the recommendations of the university's four diversity committees: (1) Committee on Inclusiveness (designed to provide advice on how the university can move from diversity to inclusiveness); (2) Minority Student Recruitment and Retention Committee (coalition of faculty and staff that focus on increasing the numbers of minority students completing degrees); (3) International Education Committee (formed to assess the experiences of international students and visiting scholars); and (4) Affirmative Action Committee (reviews hiring procedures for minority faculty and staff). Generally, these committees are made up of faculty, staff and students. The individuals who make up the Coordinating Committee of the Committees on Diversity are the senior administrators who have the authority to implement recommendations made by the various diversity committees. Since its inception, the committee has agreed to and acted upon recommendations emanating from the four university diversity committees.

A similar committee has been formed at **Mankato State University.** A **Cultural Diversity Council** serves as a broad-based advisory council for the Associate Vice President of Cultural Diversity. The council is made up of faculty, staff, students, and community members.

A critical dimension of **Emory University's** minority recruitment effort is networking. The Director of Recruitment and Retention places special emphasis on establishing personal contact with faculty at HBCU institutions. The result of this ongoing contact has been that minority students view her as a knowledgeable resource individual who is available and willing to advise and assist them in many areas related to graduate education.

The Graduate School at **The Ohio State University** collaborates with the Office of Minority Affairs in the sponsorship of the **Graduate and Professional School Visitation Day.** During the fall semester, top scholars from HBCUs are invited to the campus. Approximately 250 students visit the campus through this program each year (five students from each of 50 HBCUs). The University covers the cost of lodging, provides meals, and provides a travel allowance to each participating HBCU. With the travel allowance, faculty advisors from the HBCUs are able to secure vans to bring the students to the campus. During this two and a half day (starting on Sunday and ending Tuesday) visit students are exposed to the varied aspects of graduate and professional education, they visit departments and complete admission forms as deemed necessary.

Every fall the Graduate School at **Duke University** hosts a symposium to address topics related to the creation of a supportive learning and teaching environment for students and faculty of color. The symposium is structured to include the involvement and participation of faculty, students (graduate and undergraduate), administrative staff, neighboring colleges and universities, administrators from local elementary and secondary schools, and community members. The invited symposium speakers are individuals who are established in academe, government, private foundations, and professional associations and organizations.

Program Highlight:
Syracuse University
Private
5600 Graduate Student Enrollment
336 Minority Graduate Student Enrollment

Activity: Upstate New York Minority Forum

The Upstate New York Minority Forum was initiated in 1988 by a group of university administrators from six New York universities **(Albany, Binghamton, Cornell, Ithaca, SUNY-ESS, and Syracuse)** who perceived that minority undergraduates were not pursuing graduate education because of limited access to information on graduate study. These individuals felt that when appropriate and timely information is provided to minority undergraduates, graduate school becomes a real option.

Representatives from each of the six schools make up the coordinating committee for the forums. Each year one of these six schools is responsible for hosting the forum. Adequate planning for the forum takes approximately one year, with the host school assuming the staffing and financial responsibility. Additional funding is acquired through the forum registration fees and contributions from third parties. The annual budget for the forum is approximately $15,000.

For the hosting campus the forum becomes a university-wide event that involves a number of offices on the campuses such as the undergraduate college, student services, placement, and the Higher Education Opportunity Programs (HEOP) office. Students are invited to participate in the forum by a key person on each of the campuses who can stimulate student interest in the forum. Since 1988, student participation has grown from 500 to 1000.

The program elements of the Upstate New York Minority Forums are similar to the GRE/CGS Graduate Education Forums: a keynote speaker who delivers a motivational message; graduate school representatives from across the country; GRE preparation and financial aid workshops; and discipline-specific sessions (humanities, social science, physical sciences, engineering and policy studies) conducted by faculty representatives from each of the six forum schools. All faculty participants are from underrepresented minority groups.

Student and graduate school representatives are asked to complete an evaluation form at the end of each forum. This information is reviewed by the coordinating committee to make changes for the next forum. There is no question about the success of the Upstate New York Forums: the perception, nationally, is that it is a significant event. Duplication of this type of forum is being seen, and regional forums are growing and are coordinating with other forums in specific areas.

Student Follow-up

Student follow-up activities generally take the form of letters and telephone calls from graduate school representatives or faculty members. At **Appalachian State University** after initial identification, students are sent a follow-up letter inviting them to visit the campus and meet the faculty. The academic departments at the **State University of New York at Stony Brook (SUNY at Stony Brook),** have incorporated direct-letter writing campaigns to individuals identified from various sources: responses to inquiries received within the departments, solicitation through the return of prepaid postcards, mailings of departmental brochures, and telephone contact. The Graduate College at the **University of Central Oklahoma** sends letters to its own undergraduate students encouraging them to consider not only graduate studies but, specifically, doctoral programs. **The University of Chicago** has developed a university-wide tracking system for minority students, from the application stage through degree completion.

Program Highlight:

Howard University
Private
1100 Graduate Student Enrollment
785 Minority Graduate Student Enrollment

Activity: Prospective Student Information Sheet

Howard University uses faculty and Graduate School staff to carry out its graduate recruitment activities. During recruitment trips, students are asked to complete a **Prospective Student Information Sheet.** On the form students provide information such as name; school and home addresses and telephone numbers; undergraduate school; graduate school (if applicable); GPA; expected graduation date; degree sought; honors and awards; research experiences; and expected date of admission to graduate school. The recruiter also records the recruitment site and makes special comments about the student.

When the recruiter returns from each trip, prospective students are sent follow-up letters thanking them for their interest in Howard. Other information and materials are also sent. A copy of this letter, along with a copy of the completed Prospective Student Information Sheet, is forwarded to the department. The department then has enough information on the student to do its follow-up.

After the follow-up letters are done, the Graduate School staff enter the student data from the Prospective Information Sheet into the recruitment data base. An important field in the data base is the student's expected graduation date. The students who indicated the earliest graduation dates are responded to first. The students are sent periodic follow-up letters motivating and encouraging them to continue their efforts in pursuing graduate study.

During the recruitment year, the Graduate School staff compares the recruitment roster with the admissions roster to see how many of the recruitment contacts have made application to the Graduate School. The university recently installed the STARS computerized recruitment and admissions tracking system to monitor its enrollment management.

Faculty Involvement

Faculty involvement activities usually include identification of potential graduate students in their departments, and notification of their colleagues at other institutions about these students. At **Stanford University,** the recruitment effort is a decentralized model with each school designating an individual who is in charge of recruitment for its unit. However, the overall recruitment plan at Stanford is coordinated by the Assistant Registrar together with the liaison person in each school. At **Washington University** recruitment is based on the philosophy that the real recruitment is done at the department level. The university conducts a visitation

program for prospective recipients of a **Chancellor's Fellowship for African-American Students.** During the day and a half expense-paid visit, prospective candidates are interviewed by a university-wide Faculty Advisors Committee, and then again by faculty in the department to which they have applied for admission.

At **Bowie State University,** faculty members from graduate programs in all disciplines are encouraged to participate directly in the recruitment of minority graduate students. The principal form of involvement is through on- and off-campus speaking opportunities arranged by the Graduate School, with students interested in particular fields of study.

Program Highlight:

Washington State University
Public
1988 Graduate Student Enrollment
128 Minority Graduate Student Enrollment

Activity: Handbook on Graduate Student Recruitment

Graduate recruitment at **Washington State University** is based on the premise that this effort is most effective when faculty are integrally involved. However, these important players often have limited time available to devote to this activity, and in addition, may be uninformed about policies and procedures relating to the recruitment and admissions process. For these reasons, despite a strong element of self-interest in recruiting the best students, faculty may be among those least involved in participating actively in this process.

To increase both faculty involvement and the efficiency and effectiveness of their efforts, the Graduate School has attempted to make recruitment easier and less time-consuming for faculty by producing a ***Handbook on Graduate Student Recruitment.*** The handbook was developed around four essential elements of successful recruitment: strategic planning; the development of an efficient departmental structure for recruitment; a thorough knowledge of admissions policies and procedures; and characteristics of effective recruiters. The discussion of these elements emphasizes the theme that faculty involvement is of critical importance, and outlines various ways faculty can contribute to the overall effort, including several tips on how to recruit effectively.

Special attention is given to the recruitment of minority graduate students, again, with emphasis on how department and individual faculty members can contribute to enhancing the number of applications, admissions and enrollments, and the retention of those students who enroll. Appendix material identifies colleges and universities throughout the United States that enroll high proportions of minority undergraduate students. This and other information is reviewed and qualified, when necessary, in workshops conducted each semester for department and program chairs, graduate coordinators, graduate

secretaries and other interested persons. The intent throughout is to ease the burden on faculty and to encourage their active participation.

To evaluate the effectiveness of the handbook, increases in the number and proportion of minority graduate students enrolled in each department are monitored annually. Over a three-year period the university has attained the largest numbers for each major minority group category and largest proportion of the graduate school population in over a decade. One department achieved a 20% minority enrollment during this period.

RECRUITMENT ACTIVITIES

- Advertising
- Faculty Involvement
- Student Involvement
- Monitoring Application and Admissions Process
- Financial Support

The establishment of recruitment activities has been widely recognized as an important stage in increasing the representation of students of color in graduate programs. While graduate recruitment strategies, for the most part, include activities that enhance graduate schools' abilities to get students to apply to their programs, it is recognized by most graduate schools that it is more important to encourage prospective students to pursue graduate study irrespective of the choice of school. The results of the recruitment activities are not always immediately apparent, but with well-structured activities and time most graduate schools achieve varying degrees of success in this area. These recruitment activities can be carried out through advertising, faculty involvement, student involvement, monitoring application and admissions processes, and financial support.

Advertising

Advertising activities for many recruitment programs include the development of departmental brochures, pamphlets, posters, newsletters and advertisements in journals and magazines. At **Vanderbilt University** a Minority Recruitment Flyer was designed to highlight fellowship opportunities. The flyer is sent as a part of general mailings to prospective minority students and is distributed at graduate school forums. Vanderbilt also has an Information Officer whose responsibility is to increase the communication among the Graduate School, its students, staff, faculty, and the larger university community. The information officer routinely sends information of interest to graduate students regarding fellowships, post-doctoral opportunities, internships, etc. The Graduate Student Organization at **Western Kentucky University** distributes a Graduate Student Newsletter every two months. The newsletter includes feature articles and general information of interest to graduate students. A video and workshop facilitator's guide was developed by the Graduate School at **The Ohio State University** for minority student recruitment. Workshops using this video and guide are also conducted for The Ohio State University undergraduates.

Program Highlight:

Towson State University
Public/Master's
4000 Graduate Student Enrollment
400 Minority Graduate Student Enrollment

Activity: Radio Coverage and TV Commercials

In connection with the Office of University Relations the **Graduate School at Towson State University** has designed announcements highlighting its 24 master's degree programs. The radio spots are sent to all popular radio stations in the immediate Baltimore area and to campus stations. A marketing analysis has been done which has helped to target radio and television spots. Over a four-month period on two radio stations, 1,648 radio spots were run (averaging 92 per week) for an approximate cost of $8,000.

The Graduate School has developed, in conjunction with the undergraduate division, cable and network television commercials. Television spots are run all year long on seven cable stations and three networks. The television spots highlight all programs at Towson. The Graduate School contributes funds to the larger university advertising budget. In addition to the Graduate School, the major contributing units include undergraduate admissions and continuing studies division.

Faculty Involvement

Faculty Involvement activities in the recruitment phase include personalized responses to prospective students, such as writing letters to describe programs and research interests and inviting strong prospects to campus. Faculty also establish contacts with their colleagues at institutions with significant minority enrollments and also plan visitations to these campuses.

For many faculty members, involvement in summer research programs provides an excellent opportunity to work with and recruit prospective students. A faculty member at **Harvard University** coordinates a summer research program in biomedical sciences for prospective students. In addition, there is an undergraduate research program for minorities where Harvard undergraduates are eligible to participate. At **SUNY at Stony Brook,** students from underrepresented ethnic groups are provided a summer research enhancement experience in chemistry, physics, biological science, mathematics, psychology, sociology, economics, or political science through the **Minority Research Apprenticeship Program (MRAP).** At the conclusion of the MRAP program each summer, faculty and administrators from other institutions are invited to campus to participate in the student symposium. In many instances they serve as liaisons and assist Stony Brook faculty in identifying prospective applicants.

Program Highlight:

University of Massachusetts at Amherst
Public
6062 Graduate Student Enrollment
462 Minority Graduate Student Enrollment

Activity: Faculty Profile Book

Since 1983 the **University of Massachusetts at Amherst** has compiled an annual **Faculty Profile Book** (actually a profile of the departments) which has been used in recruiting prospective minority graduate students. These profiles are updated each year by the Graduate Program Director of each department, and the data are organized and compiled by the Office of Minority Graduate Student Recruitment (OMGSR). The profiles include information regarding admissions requirements; a profile of an admitted student; how admissions decisions are made; number of graduate students as well as the number of minority graduate students; types and amounts of funding; average GRE and GPA for those students admitted for the last two years for minority and total graduate students; and the number of graduate faculty.

It takes OMGSR approximately a week to compile and enter the profile data. Copies of the profile book are sent to various undergraduate consortia and undergraduate support programs. The cost for printing the Faculty Profile Book is approximately $300 a year.

Because of budget cuts, there are people who do recruiting whose knowledge of other graduate programs is limited. This profile book has been invaluable in this capacity. It also has given the University of Massachusetts undergraduates a view of what comparable graduate programs might be looking for in a prospective applicant. Through the use of the profile book for the last nine years, the Graduate School has been able to collect comparable data for departments on a variety of characteristics.

Student Involvement

Student Involvement is an effective recruitment activity. Graduate students write prospective students about their experiences, meet and host students when they visit the campuses and provide a much-needed perspective when recruitment materials are being developed.

At **Columbia University,** the Association of Black Graduate Students, Danforth-Compton Fellows and other graduate scholars of color are very much involved with the recruitment of undergraduate students for graduate school. These graduate students meet with Columbia undergraduates in the residence hall and in informal big brother and big sister networks to encourage them to consider graduate school.

The Graduate Division at the **University of California at Berkeley** provides funds to the Graduate Assembly (graduate student body) to implement recruitment and

retention activities. With funds from the Graduate Assembly, the Graduate Minority Student Project (GMSP) focuses on using graduate students of color to recruit at their former undergraduate colleges. In the fall, the GMSP holds a one-day graduate school conference for undergraduate students of color in the Bay Area. Graduate students at Berkeley are also hired to work in the undergraduate summer program as role models, tutors, counselors and recruiters for the graduate school.

Program Highlight:

University of Illinois at Urbana-Champaign
Public
8900 Graduate Student Enrollment
750 Minority Graduate Student Enrollment

Activity: Volunteer Recruiters Program

Through the **Volunteer Recruiters Program at the University of Illinois at Urbana-Champaign,** doctoral students, faculty, and staff participate in orientation training for graduate recruitment activities. The academic departments cover the expenses to visit over 40 institutions a year. Approximately 75% of these recruitment visits are made by doctoral students. The graduate student referrals are a major source of contacts for the graduate school. Graduate students are also key in encouraging undergraduates to apply to participate in the summer research opportunities program.

To further encourage student participation in the recruitment activities, the graduate school has published a new recruitment brochure which focuses on the experiences of six doctoral students. Additionally, a graduate student and faculty member from the university is featured in a video that is produced in conjunction with other Committee on Institutional Cooperation (CIC) campuses. To complement its recruitment efforts, the Graduate College has also published a booklet titled Educational Grants for Minority Students.

The Graduate College budgets between $17,000 a year for student recruitment and approximately $50,000 a year to departments for general recruitment (which may include minority students). Additional funds are provided by the Graduate College for summer research visits, faculty exchanges, and collaborative arrangements with institutions with sizable minority enrollments.

To evaluate the effectiveness of the Volunteer Recruitment Program, the application and enrollment data for the academic year are compared with the records of student visits to the campus, recruitment visits, and student referrals.

Monitoring Application and Admissions Process

Monitoring Application and Admissions Process activities are vital to any recruitment effort. Monitoring efforts might include reformulating admissions policies with faculty, making cursory reviews of incomplete applications (to help identify the most

promising applicants early and informing faculty), reviewing final decisions of all or a select group of minority applicants, recommending fee waivers, and meeting with students during campus visitations and interviews.

At the **University of Wisconsin-Madison** monitoring of minority applicants is done centrally by the Office of Fellowships and Minority Programs (OFMP). Regularly updated lists of new applicants are sent periodically to departments urging them to follow-up on the inquiries and if admitted, to make sure they consider them for all forms of financial support. Each department is asked to designate a graduate school admissions and fellowships liaison who works with the OFMP to follow up on admissions and who requests funds for student visitations.

In the Graduate School at **Yale University,** the Associate Dean reviews all minority applications before and after they go to the academic departments. Students are called directly to obtain needed information and to encourage them to attend. The Associate Dean also reviews those minority applicants who are rejected. For some of the rejected applicants requests are made for a second review to make sure that no qualified minority applicants have been overlooked.

Program Highlight:

Duke University
Private
2294 Graduate Student Enrollment
145 Minority Graduate Student Enrollment

Activity: Monitoring Minority Applications and Admissions Decisions

The Assistant Dean for Graduate Recruitment and the Assistant Dean for Admissions at **Duke University** review the summary data sheets for all U.S. African-American, Latino, and American Indian applicants before the completed applications are sent to the departments. This provides a means of identifying promising applicants early in the admissions process and, thus, sharing this information with the Directors of Graduate Studies.

The Assistant Deans along with the Associate Dean review the final decisions made on the targeted minority groups cited above before any formal letters are sent to students. When questions arise about a particular applicant, the department is asked to provide more information regarding the decision (in most cases a decision to reject an applicant) or to review the application once more. Since this review process has been instituted, the Graduate School has received the full support of the faculty.

This admissions monitoring process has provided the Graduate School staff with a better understanding of the how and why of departmental admissions decisions. It has also made the departments more aware of how they assess particular applicants for their programs and increased their commitment to and

involvement with minority recruitment activities. Most importantly, the Graduate School staff can give students more guidance about the expectations of the departments.

Financial Support

Beyond identifying, attracting, and admitting students of color, providing funding for them is crucial. The cost of graduate education is a major factor in determining whether students pursue graduate study. Financial support strategies are essential for the development of comprehensive financial packages for graduate school. Financial support can take the form of departmental and graduate school fellowships, or teaching and research assistantships. Some of these funds may come from university sources and some may represent external support from foundation, industrial, or government grants. Institutions and departments may have special departmental allocations for supplementing some of these funds.

The **Massachusetts Institute of Technology (MIT)** encourages its departments to support all students. Most students are funded through the department, the National Science Foundation (NSF), and the National Consortium for Graduate Degrees for Minorities in Engineering (GEM). Where departments do not have much money, the Associate or Assistant Dean negotiates with departments to come up with either the tuition or the stipend for the first year. Money is then transferred to the department so that the student is always a part of the department. Stipend support varies from $900 to $1400 a month.

At **California State University at Fresno** most of the money to fund minority and women students comes from Patricia Roberts Harris (PRH) fellowships and grants through the Minority Participation in Graduate Education Program. The Graduate School uses the institutional allowance to create new fellowships. This year the Graduate School had eight new PRH and two continuing PRH fellowships and was able to create nine fellowships out of the institutional allowance funding. Through the Ronald E. McNair Postbaccalaureate Achievement Program, the Graduate School was able to fund two graduate students.

At the **University of Michigan,** approximately 150 entering minority students (African American, American Indian, Puerto Rican and Mexican American) are awarded the Horace Rackham Merit Fellowship each year. Asian Americans are eligible in the humanities, education, and other programs where they are underrepresented. The fellowships are allocated on a competitive basis. Students are nominated by the departments and a faculty committee reviews and awards the fellowships. Doctoral students may receive a maximum of ten terms (semesters) of support; master's students may receive five semesters of support. The fellowship provides a stipend of $900 a month, and includes a waiver of tuition. The Horace Rackham Merit Fellowship Program is funded at approximately $8 million for fellowships and $150,000 for staffing costs.

Program Highlight:
University of Florida
6233 Graduate Student Enrollment
540 Minority Graduate Student Enrollment

Activity: McKnight Fellowships

The **University of Florida** is one of eleven universities in the State of Florida that participates in the **McKnight Doctoral Fellowship Program.** The others are: **Barry University; Florida Agricultural and Mechanical University; Florida Atlantic University; Florida Institute of Technology; Florida International University; Florida State University; Nova University; University of Central Florida; University of Miami;** and the **University of South Florida.** The McKnight Doctoral Fellowship Program is funded by the Florida Endowment which was created in 1984 by a challenge grant of $15 million from the McKnight Foundation to be matched on a 1 to 2 ratio by the State of Florida (one dollar from Florida for every two from the McKnight Foundation). The State of Florida matched the McKnight challenge grant with $5 million.

The McKnight Doctoral Fellowship Program is designed to address the underrepresentation of African American faculty at colleges and universities in the State of Florida by increasing the pool of African American citizens holding Ph.D. degrees to teach at the college and university level. McKnight Doctoral Fellowships provide full tuition up to $5,000 per year plus an annual stipend of $11,000 for students pursuing Ph.D. degrees. Each annual renewal is contingent upon satisfactory performance and normal progress toward the Ph.D. degree. Up to 25 fellowships, which must be used at one of the eleven participating Florida universities, are awarded annually .

Every year the fellowship recipients attend an all-expense paid Annual McKnight Fellows Meeting. This meeting provides networking and support opportunities for the fellows. Since the program's inception, 192 fellowships have been awarded. Twenty-nine fellows have received their doctoral degrees and twenty-six have advanced to candidacy. The program has a retention rate of 83 percent.

RETENTION ACTIVITIES

- Student Follow-up
- Financial Support
- Academic Support
- Supportive Environment

An institution's ability to retain its minority graduate students is a necessary component in any graduate recruitment program. The graduate school's "demonstrated ability ... to retain and graduate minority students will help in recruitment" (LaPidus, 1989). However, simply increasing the number of students entering graduate school does not guarantee an increase in the numbers of students who actually complete their degrees. Recruitment efforts

must be joined with those of retention in a well-planned array of support programs that ensure both social adjustment and academic success. Faculty play the single most important role in retention activities and, therefore, must be included in retention activities coordinated by the graduate school. Faculty must also be encouraged to focus on specific retention efforts at the departmental level. At the same time, graduate school staff must realize that students often, even with an array of retention activities, leave graduate programs for personal reasons. Most retention programs include activities such as student follow-up, financial support, academic support, and environments of support.

Student Follow-up

Student follow-up generally takes the form of letters to new and returning students, regular follow-up meetings, special graduate school symposia and workshops, social events, mentoring activities, and graduate research meetings. Once minority students are enrolled in graduate programs at the **University of California, Los Angeles,** the Graduate Affirmative Affairs Office (GAAO) provides a range of services to ensure the highest possible rate of retention. The GAAO staff members counsel students and refer them to appropriate offices for academic, housing, and health services. The GAAO also monitors the progress of all minority fellowship recipients. Currently, the Graduate Division is developing a comprehensive longitudinal database that will provide complete data on attrition rates for all graduate students.

In order to monitor the progress of minority students on an ongoing basis, the Division of Minority Education at the **University of Washington** sponsors monthly student meetings. The meetings focus on discussions with students regarding their academic progress as well as other issues that might affect student progress. Faculty and student interaction is encouraged through participation in the various forums held throughout the academic year.

Program Highlight:
Jackson State University
Public
888 Graduate Student Enrollment
870 Minority Graduate Student Enrollment

Activity: Research and Creative Scholarship Forum

As a means of encouraging cross-disciplinary interaction and scholarly exchange, the Graduate School at **Jackson State University** sponsors the **Graduate Students' Research and Creative Scholarship Forum** during the spring semester. Exemplary students are selected by their respective academic schools

to present their research at the forum. A subcommittee of graduate faculty from the Graduate Council assists the Graduate School in planning this activity. The committee establishes criteria to be used by the academic schools in selecting students to participate in the forum. Students are selected from the four academic schools: Liberal Arts, Business, Education, and Science and Technology. Each student is given a recognition plaque from the Graduate School.

The forum is held in the evening to accommodate those students who work during the day. Practicing professionals from each of the fields are invited to participate in the forum as respondents to the presentations. This is also a bridging activity which links graduate education with the larger community of professionals.

The Graduate School sees this event as an in-house training activity to prepare students for presenting their work at professional meetings. The forum is offered as a means of exposing undergraduate students to graduate education as well as a means of highlighting and encouraging excellence in graduate education.

Financial Support

Financial support strategies to retain students and ultimately to get them through their programs generally involve supplementing fellowships and scholarships with teaching and research assistantships, establishing dissertation and research travel support, and developing some type of emergency loan fund. Since 1971, the **University of Chicago** has had a **Contingency Fund** designed to meet the needs of minority students who face unexpected short-term financial difficulties. The Graduate School at the **University of Iowa** has fellowships which provide one year of nonrenewable support. The fellowship provides a stipend of $9000 plus full tuition and fees. Departments that successfully nominate students for this fellowship are required to provide a commitment of matching support for up to two years for a master's degree and four years for a doctorate.

The **University of Florida** has **Supplemental Scholarships** which cover tuition and fees and are used primarily for retention. These fellowships are awarded to minority students who have exhausted their sources of funding but have only one or two semesters left to complete their program.

Program Highlight:
University of California, San Diego
Public
2407 Graduate Student Enrollment
203 Minority Graduate Student Enrollment

Activity: Dissertation Awards

For the past five years, the Graduate School at the **University of California, San Diego** has offered dissertation awards to students of color. The dissertation awards provide a $12,000 stipend and a $500 travel allowance.

Students are nominated for the award by their department after they have passed their written preliminary examinations, advanced to formal candidacy for the Ph.D. degree, and are one year away from the completion of the degree. Additionally, students nominated for the award must demonstrate high potential, promise, and desire for an academic career.

Four dissertation fellowships are awarded each year. Since the start of this program at the University of California at San Diego, twenty students of color have received the dissertation award. Approximately 90% of these students have been placed in academic positions.

Academic Support

Academic support includes activities that support research work and the establishment of mentoring programs. Once African-American students are admitted and decide to matriculate at the **University of Kentucky,** they receive a letter from the Dean and Associate Dean of the Graduate School encouraging them to participate in the mentoring program. Faculty mentors are recruited by the Graduate School and matched with students according to discipline and academic areas of interest. Faculty are given incentives such as financial support for trips for faculty and students, and special initiative funds for recruiting graduate students.

Within the **City University of New York (CUNY) Graduate School and University Center,** the Office of Expanded Educational Opportunity was established in 1970. Early in its development of program activities the staff recognized that a major element in academic success and progress at the doctoral level was the students' participation in small study groups that often form naturally within graduate programs. Hence, the office assisted the academic chairs in identifying students who were not participating in any study groups and recruited advanced graduate students to serve as mentors for them. While greatly improved intergroup relations has all but eliminated the need for this type of mentoring, the Office of Expanded Educational Opportunity continues to follow up with students, academic chairs, and faculty as to the occasional need for the doctoral study groups.

At **Cornell University,** the student's graduate program of study is supervised by a Special Committee System made up of graduate faculty members chosen by the

student with the assistance of the Graduate Faculty Representative. The Special Committee represents the student's major and minor subjects. A doctoral candidate's committee consists of the chairperson, who represents the major subject, and two faculty members representing minor subjects. The Special Committee for a master's candidate has a similar arrangement with the exception of having only one faculty member representing the minor subject. With the assistance of the Graduate Faculty Representative, Special Committee member selection is completed by the beginning of the second semester. The Special Committee and the student constitute an independent working unit. The faculty direct the student's program and decide whether satisfactory progress is being made toward the degree. They set specific degree requirements, conduct and report on oral examinations, and approve the thesis. At Cornell this Special Committee System works because it is based on faculty willingness to work with the student. It personalizes and lends flexibility to graduate education and provides for constant and consistent student contact with faculty.

Program Highlight:

California State University, Chico
Public/Master's
2000 Graduate Student Enrollment
246 Minority Graduate Student Enrollment

Activity: Graduate Equity Fellowship Program (GEFP)

California State University, Chico is one of twenty California State University (CSU) campuses receiving funding from the Chancellor's Office for Graduate Equity Fellowships. The Chancellor's office provides $20,059 for stipend support which is supplemented by the Graduate School with $39,176 for research assistantship support. With these funds CSU-Chico has established the Graduate Equity Fellowship Program (GEFP).

The immediate goals of the GEFP are to increase the number of underrepresented students (ethnic minorities, women and students with disabilities) in CSU-Chico's graduate programs, provide them with a supportive high-quality program, and minimize their debt burden by defraying their educational expenses. The long-term goal is to provide the kinds of academic experiences that will enable the fellows to gain doctoral program admission. Students from these underrepresented groups compete across disciplines to receive the eleven fellowships given each semester.

Each student is provided with a $750 stipend per semester which comes from the Chancellor's fund and $1,942 per semester from the graduate school for research-related activities under the direction of a faculty mentor. Awards for an academic year total $5,385. With the award, the fellows are required to work ten hours per week during a semester on a research project and are given two units of non-academic credit to ensure that this requirement is met.

The GEFP is coordinated by a faculty member who serves as a Special Assistant to the Dean of the Graduate School. This faculty member is released from a three-unit course each semester to coordinate this program. The coordinator's duties include program advertising, student and faculty recruitment, and program management, including regular meetings with faculty mentors and the fellows.

The success of CSU-Chico's GEFP is due, in large part, to combining research assistantships with a mentoring component. Graduate fellows are carefully matched with faculty mentors whose research interests complement their own. They become involved in an ongoing faculty project, a project initiated by the student, or a mutually-developed project. The level of student-faculty interaction is increased beyond that found in the typical advising situation. The range of advising topics is expanded to include life choices, career plans, personal values and goals related to academics, corporate structures, academic politics, and selection of doctoral programs.

To monitor the progress of the program, the GEFP coordinator maintains regular contact with the fellows and mentors throughout the semester via face-to-face conferences, phone calls, and written communication. The faculty mentor and the student develop a semester plan for the research project that includes the title of the project and a schedule of the project activities. Each faculty mentor is required to submit to the GEFP coordinator a mid-semester and end-of-the semester evaluation of the student's progress. At the end of the fellowship, each student is required to complete an evaluation of the program.

Supportive Environment

Supportive environment strategies are based on the premise that students should be assisted in their efforts to succeed. Many schools and departments have orientation programs, identify faculty and other resource people, and communicate with graduate students through newsletters and other forms of communication.

In 1981, the Danforth Foundation initiated the **Dorothy Danforth Compton Minority Fellowship Program** to aid minority students preparing for careers in college or university teaching. Ten participating universities—**Brown University, University of California, Los Angeles, University of Chicago, Columbia University, Harvard University, Stanford University, University of Texas at Austin, Vanderbilt University, University of Washington,** and **Yale University**—each receive $100,000 a year for graduate stipends and $5,000 a year for a supportive environment.

One of the goals of this program is to expand the financial resources already allocated for minority fellowships at each of the ten universities. Additionally, fellows in the Danforth Compton Minority Fellowship program participate in conferences and workshops that focus on issues related to teaching. A national conference of fellows in study and a representative group of fellows who have completed the doctorate degree and currently are teaching is held every other year to encourage the introduction of the fellows into the fellowship of teachers and scholars. This activity

serves as a culminating experience for those fellows completing their doctoral programs and as an orientation for the newly-appointed fellows as they come together with their new faculty colleagues. In alternate years, regional meetings are convened for the fellows.

On each of the ten campuses, a coordinator serves as a facilitator and counselor for each fellow. The coordinator assumes responsibility for the fellows in expanding the environment of support.

The **Future Faculty Fellows Program** is the cornerstone of both recruitment and retention activities for minority students at **Temple University**. University resources are currently funding 104 students through the program with stipends that range from $7500-$13,000 depending on the student's department. There are monthly meetings which are informal and vary in content. Informal discussions and presentations serve as the general format. Special features and events include the fall orientation and retreat which is the first designated meeting of the year where students get to meet each other and where an overview of the graduate school experience is provided. There is a fall and spring banquet for the fellows in which faculty and administrators are involved. Faculty are most often involved in giving presentations and serving as mentors to students in various departments. Monitoring of students' progress and making sure they are making satisfactory progress toward their degree are key aspects of this program.

To create a welcoming environment, the Assistant Dean at the **University of Akron** invites graduate students to meet with him once a month. Regularly, the Graduate School hosts brown bag luncheons and socials to create more of a sense of community and to discuss issues of concern. The Graduate School provides tutorials and referrals for services needed and has a 92% retention rate for minority students.

Through **Project Search** for the last three years **Bowling Green University** has been able to maintain 100% retention of its minority graduate students who have been awarded assistantships and fellowships. This is a result of the telephone follow-up with students by the Project Search Director. She does several telephone follow-ups with the minority students throughout the academic year and at least two telephone follow-ups during the summer months.

Program Highlight:

Kent State University
Public
5200 Graduate Student Enrollment
300 Minority Graduate Student Enrollment

Activity: First Thursday Forum

At **Kent State University** the Black Graduate Student Association, with support from the Graduate College, has organized a **First Thursday Forum.**

Held each first Thursday of the month, the students organize the forums, choose topics for discussion, and send announcements to other African American students and faculty.

The purpose of the forum is to allow for greater interaction between African American students and African American faculty. Examples of topics discussed include the assault on black males in society, the recent presidential campaigns and other social-political issues. Normally held at the lunch hour, the discussion lasts for about an hour and a half. Each forum begins with introductions of students and faculty present. The introductions form the basis for networking among students and faculty outside the discussion format.

Those faculty attending the forum have participated fully in the discussions. The forum has an attendance of approximately twenty students each meeting. The forums have become a very successful aspect of the overall environment of support activities at Kent State University—and at little cost.

GRADUATION ACTIVITIES

Placement

Once graduate schools identify good students, recruit them to their schools, provide them with an environment where they flourish as scholars, and help them to complete their study, they must help them to continue their scholarly work as faculty. **Graduation** activities translate into placement opportunities.

Placement strategies involve identifying postdoctoral opportunities, getting students included in special placement directories and vitae banks and name exchanges. The **University of Arizona** has established a **Visiting Scholars Program** for minority graduate students. The program is designed to provide teaching opportunities for those minority students who are not on appointment as graduate teaching or research assistants, and who have not had prior experience teaching in higher education. The program is a partnership program with two community colleges in the Tucson area.

For approximately ten years, **Brown University** has been involved in an informal networking relationship with a number of institutions to whom individual candidates may be referred for initial contact and interviews. The Graduate School acts in an advisory role to minority students on how to approach the job market, which questions to ask during the interview process, and how to negotiate salaries and other benefits. These activities are linked to internal support efforts such as assistance in travel to professional meetings and conferences, and on-campus social events which promote a supportive professional environment. The latter activities are viewed as essential to ensuring timely completion of degree requirements among currently enrolled students, and in preparing them for eventual placement.

Each year the Graduate School at the **University of Texas at Austin** compiles a **Minority Doctoral Candidates Roster** of African-American, Mexican American,

Native American, Puerto Rican, and other Hispanic (including foreign born) doctoral candidates. The roster includes each candidate's name, address, telephone number, major (including specialization), and expected graduation date. The roster is then sent to all member institutions of the National Name Exchange and other institutional contacts throughout the United States. Recipients are asked to share the roster with Academic Affairs and Affirmative Action Officers, and departments.

Program Highlight:

University of North Carolina, Chapel Hill
Public
5500 Graduate Student Enrollment
300 Minority Graduate Student Enrollment

Activity: The Carolina Minority Postdoctoral Scholars Program

In an attempt to create a pool of potential minority faculty members, the **University of North Carolina, Chapel Hill** has, for the past ten years, funded approximately nine two-year postdoctoral positions for minority scholars. Preference is given to African American and Native American applicants from throughout the United States who have completed the doctoral degree within the past four years. The primary criterion for selection is evidence of scholarship potential that would make these students competitive for tenure track appointments in research universities.

The program is directed at scholars who are pursuing academic careers in the Arts and Humanities and the Social Sciences, where postdoctoral experiences are seldom available. The current annual salary for these positions is $26,000 plus full employee benefits. In addition, each fellow is awarded $3,500 to be used for research expenses.

Activities for the postdoctoral fellows include monthly meetings with the program director. These meetings include informal discussions with senior minority faculty members on issues related to the fellows' research, future employment, and their experiences in a majority institution. On occasion, specific issues, such as dealing with the university press or submission of articles for publication, searching for funding opportunities, and using university resources, are the focus of discussion at these meetings.

In addition to research expectations, fellows may, and most do, teach one course during the two years, but they are not obligated to do so. Each fellow is assigned a faculty mentor with whom to consult on matters related to his or her research and teaching, how to obtain grant funds for future research, future employment opportunities, and other issues of concern to the individual.

The response to the Postdoctoral Scholars program has been extremely positive. This past year over 50 applications were received for four positions. Although selection procedures vary from one area to the next, departmental commitment

to the program and individual recipients is required and departments play an active role in the final selection process and invitation to join the department. Since this program is state-funded, a principal intent has been to create a pool of potential faculty members, presumably for UNC-Chapel Hill or other institutions within the State of North Carolina. However, many of the fellows are actively recruited by institutions outside the state and obtain permanent employment elsewhere.

SUMMARY OF ACTIVITIES

What follows is a comprehensive summary of the activities and strategies discussed earlier. This listing of activities should be used as a checklist to give graduate schools a sense of where they are and how much they have done in developing their graduate recruitment and retention programs. Additionally, this listing can be used as a guide in helping graduate schools to develop more activities for their particular programs. Because institutions differ in size, type, mission, scope, and target populations, the cost to implement these activities will vary considerably.

Identification Activities

1. **Travel**
   - Graduate School Fairs
   - GRE/CGS graduate school forums
   - Regional graduate school forums
2. **Networking, Linkages, and Collaborations**

   Interinstitutional
   - GRE locater service
   - National and regional name exchanges
   - Summer research programs (MARC, Mellon/Ford, CIC)
   - Consortia, interinstitutional, and cooperative programs (GEM, NCEA, Project 1000, NPSC)
   - HBCU Linkages
   - Faculty exchanges

   Intra-institutional
   - Campus coordinated collaborations, workshops, and symposia for faculty and students (includes professional schools, and other programs and offices)
   - Graduate education workshops with own undergraduates
3. **Student Follow-up**
   - Responding to student inquiries (special follow-up letter or telephone calls)
   - Setting up data bases to track minority students
   - Follow-up with students not admitted
4. **Faculty Involvement**
   - Identify and encourage potential students in own department (internal)
   - Provide student recommendations to colleagues at other institutions

Recruitment Activities

5. **Advertising**
   - Development of graduate school and departmental brochures, pamphlets and posters
   - Advertisements in journals or magazines
   - Graduate school newsletters
6. **Faculty Involvement**
   - Writing letters to describe programs and research interests
   - Personal responses to prospective students
   - Inviting good prospects to campus
   - Establishing contact with faculty at institutions with significant minority enrollment
   - Visiting schools with significant enrollment of minority undergraduates
7. **Student Involvement**
   - Writing prospective students about their experiences at the institutions
   - Meeting and hosting prospective students who visit the campus
   - Involvement in the preparation of recruitment materials
8. **Monitoring Applications and Admissions Process**
   - Developing policies that affect the admissions process with faculty input
   - Enhancing faculty awareness in admissions committee (in evaluating minority applicants)
   - Review applications
   - Recommend application fee waivers
   - Involvement with campus visitations and interviews
9. **Financial Support**
   - Establishing funding sources for adequate financial packages
   - Administration matching departmental funding commitments
   - Special departmental recruitment allocations
   - Identifying external sources of support (private and government national awards: Ford, Mellon, NSF, PRH, Javits, GAANN, etc.)

Retention Activities

10. **Student Follow-up**
    - Summer letters to new and returning students (from graduate school and student groups)
    - Regular follow-up meetings with graduate students
    - Graduate school symposia on enhancing minority participation

- Graduate education workshops with own undergraduates
- GRE prep workshops for undergraduates
- Sponsor annual social events (dinners, receptions)
- Sponsor graduate research groups
- Mentoring
- Tracking ABDs

11. Financial Support

- University scholarships, fellowships, RAs and TAs
- Dissertation support
- Research travel
- Emergency fund

12. Academic Support

- Support needs for research work
- Mentoring

13. Supportive Environment

- Orientations
- Formal and informal networks
- Guidance and mentoring
- Identifying faculty with interest in enhancing minority participation (resource people, advisors)
- Graduate school newsletters and other communications

Graduation Activities

14. Placement

- Postdoctoral Programs
- Minority directories, vitae banks, and Ph.D. name exchanges
- Other career options

Evaluation

Minority recruitment and retention programs must be monitored and evaluated. These programs can be evaluated in a number of ways, both formal and informal. Formal evaluations can be carried out by faculty advisory committees and graduate school minority affairs committees created specifically to deal with minority issues in the Graduate School. The purpose of these committees should be to assist the Graduate School in developing carefully structured recruitment programs and assessing and reviewing the progress of the program each year. At the same time, the Graduate School staff should make formal assessments on the accomplishment of its

goals and strategies each year. Based on its findings, the staff should recycle this information back to its assessment and make adjustments for the next recruitment cycle. The goal should be to improve the efficiency and effectiveness of the program.

Programs can be monitored and evaluated through the establishment of data bases designed to track minority student enrollments. The Graduate School should be able to make year-to-year comparisons of the number of minority student applications, admissions, and matriculations.

Informal evaluations can be done by having regularly scheduled individual and group meetings with minority students, Directors of Graduate Studies, and other graduate faculty. In addition to getting feedback on the program activities, these meetings can serve as a means for involving students and faculty with the recruitment and retention activities. The recommendations of these individuals and groups can be instrumental in advising the university and the Graduate School staff and are a viable force for the Graduate School.

Concluding Remarks

The nation's **universities** have both the responsibility and capability of encouraging, promoting, training, and developing a larger number of scholars of color. The key to meeting this goal successfully is the inclusion and participation of the entire university community:

University **trustees** and **administrators** must take the lead in asserting and reasserting the institution's commitment to enhance the participation of minorities in graduate education by providing a specific plan of action with appropriate incentives and disincentives, by assessing efforts made, by implementing strategies, and by monitoring and evaluating these efforts.

Department chairs must take responsibility for ensuring that the administration is providing them with the appropriate resources for meeting departmental goals and implementing strategies for minority student recruitment and retention, and then they must be held accountable for their actions.

Faculty members must see themselves as the single most important component in helping the institution carry out its minority recruitment and retention plans. Moreover, faculty have both the responsibility and capability of serving as an internal monitoring source to continually evaluate progress.

The involvement of **students** in every step and phase of the institution's plans for enhancing the participation of minorities is essential. They must be encouraged to value a diverse academic community and begin to challenge the institution when they do not see quality and diversity in the makeup of the students, faculty, administration, and staff.

The commitment to enhance the participation of students and faculty of color in graduate education requires action on the part of people in all of these sectors. Their collective efforts will ensure success.

RESOURCE DIRECTORY

The following is a directory of graduate school representatives who are responsible for the development and coordination of minority graduate student recruitment and retention programs. These individuals were identified through the 1992 CGS Survey of Minority Student Recruitment and Retention. The directory is organized alphabetically by states (similar to the CGS Directory) and includes the name, position, mailing address, telephone, and facsimile numbers of the graduate school representatives.

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APPENDICES

Appendix I:

Profile of Responses to the 1992 CGS Survey of Graduate Minority Recruitment and Retention

Total Institutions in Sample:	394	
Responses to Survey:	364	92%
Responding Institutions with Identified Staff Member:	254 Yes	70%
	110 No	30%

Of 254 Institutions with Identified Staff Members, % FTE Allocated to Graduate Minority Recruitment/Retention:

All Institutions		**Public**		**Private**	
Total#:	254	Total#:	183	Total#:	71
Mean % FTE:		Mean % FTE:		Mean % FTE:	
Recruitment	0.23	*Recruitment*	0.22	*Recruitment*	0.25
Retention	0.15	*Retention*	0.15	*Retention*	0.16
Recruitment + Retention	0.38	*Recruitment + Retention*	0.37	*Recruitment + Retention*	0.40
Research I*		**Doctorate-Granting***		**Master's-Granting***	
Total#:	60	Total#:	145	Total#:	49
Mean % FTE:		Mean % FTE:		Mean % FTE:	
Recruitment	0.40	*Recruitment*	0.19	*Recruitment*	0.14
Retention	0.25	*Retention*	0.14	*Retention*	0.09
Recruitment + Retention	0.65	*Recruitment + Retention*	0.32	*Recruitment + Retention*	0.23

Responding Institutions with Identified Graduate Recruitment/Retention Policies:

	Yes		No	
Graduate Recruitment Policy	97	28%	255	72%
Graduate Retention Policy	72	20%	280	80%
Institution-Wide Retention Policy	151	43%	201	57%
Institutional Strategic Recruitment/Retention Plan	199	57%	153	43%

*Institutions are subdivided into three categories based on the Carnegie Classification of Institutions of Higher Education and degrees granted. Research I: The 70 most research-intensive universities in the U.S. These institutions award at least 50 doctoral degrees and receive annually at least $33.5 million in federal research support. Doctorate-Granting: institutions not classified as Research I in the Carnegie system that grant the doctorate as their highest degrees. This category includes Carnegie Research II, Doctoral I, and Doctoral II institutions. Master's-Granting: Institutions that grant the master's degree as their highest graduate degree.

Source: 1992 CGS Survey of Graduate Minority Recruitment and Retention

Appendix II:

References

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